

SPECIAL EDUCATION PROCEDURE	
District Name	Warren Woods Public Schools
Subject/Topic of This Procedure	<i>IEP Implementation</i>
Date Procedure was Adopted or Revised	06/19/2023

Legal Requirement with Citation	<p>§300.320 of the Individuals with Disabilities Education Act (IDEA) defines an individualized education program. The IEP must include, among many other components, a statement of the special education programs and related services that will be provided to the student as well as the supplementary aids and services to be provided.</p> <p>§ 300.323 of IDEA requires that at the beginning of each school year the school district must have in effect an IEP for each child with a disability. The IEP must be accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation. Each teacher and provider must be informed of his or her specific responsibilities related to implementing the child’s IEP, as well as the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.</p> <p>MARSE R 340.1722 requires that each school district shall provide special education and related services to a student in accordance with the student's individualized education program. Further, the superintendent or his or her designee shall appoint a staff person to be responsible for the implementation of the IEP, including services provided by other agencies. The staff person responsible for the implementation of the IEP shall be either the principal of the building where the primary educational program is provided to the student or another staff person who is generally accessible to the staff and who will be working with the student.</p> <p>34 CFR §76.731 of the Code of Federal Regulations describes records that are required for compliance with all state-administered programs, including IDEA. This regulation indicates that a state and a subgrantee (i.e., a</p>
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	recipient of IDEA funds) shall keep records to show its compliance with program requirements.
Under what circumstances will this procedure be used?	This procedure will be used when providing and documenting the provision of programs/services and supplementary aids and services (supports) in accordance with a student’s IEP, including transition activities/services, extended school year services, and specialized transportation. Such documentation will occur on a schedule consistent with the frequency/duration/circumstances of each programs/service and supplementary aid as described in the IEP.
Who will implement this procedure?	Special education service providers, general education staff, transportation staff, and other individuals who are responsible for providing or implementing a program/service under an IEP, including transition activities/services, extended school year service, a supplementary aid/support, a state assessment accommodation, and/or specialized transportation
Describe the steps in this procedure.	<ol style="list-style-type: none"> 1. The initial IEP will be implemented only with the written consent of the parent/guardian. 2. The initial IEP (with the consent of the parent) and all subsequent IEPs will be implemented: <ul style="list-style-type: none"> • as soon as possible after the conclusion of the IEP meeting, AND • not later than 15 school days after the conclusion of the IEP meeting; AND • within 364 days of the implementation date of the previous IEP. <p>The person responsible for ensuring that the IEP is implemented within the required timeframe is the special education administrator.</p> 3. The district will have in effect at the beginning of each school year, and IEP for every child identified as having a disability under IDEA. The person responsible for ensuring that each student has an IEP in effect is the special education administrator. 4. At the beginning of each school year, every regular education teacher, special education provider, and any other any other service provider who is responsible for IEP implementation will be informed of his or her specific responsibilities related to implementing each child’s IEP. The responsibility for informing these people of their

responsibility rests with the special education administrator.

5. Each student's IEP must be accessible to each person who has a responsibility in implementing it. Staff members will have access to IEPs in the following ways (check all that apply):

Special education providers (teachers and related services staff) have access to IEPs via PowerSchool Special Programs.

Regular education teachers have access to IEPs via: hard copies maintained in files in the school office.

Paraprofessionals have access to IEPs via hard copies provided to the paraprofessional by the special education case manager.

Transportation staff have access to IEPs via hard copies. provided to the transportation department by the special education department. Transportation provisions and request form sent by SE office updated annually and when new students enroll.

6. After being informed of a responsibility for implementing an IEP, each person who is involved with implementing an IEP will review the student's current IEP in order to fully understand what programs/services and supplementary aids/supports are required, including transition activities/services, extended school year services, assessment accommodations, and specialized transportation. If necessary, the individual will clarify with the special education case manager or special education administrator which staff members have a responsibility for implementing and documenting the programs/services and supplementary aids/supports.

7. All responsible parties will implement the special education programs/services, including transition activities/services, extended school year services, supplementary aids/supports, assessment accommodations, and specialized transportation for which they are responsible in accordance with the IEP, providing the frequency/duration/location that is required by the IEP. The frequency/duration of the program/service or supplementary aid may not be less

than what is prescribed in the IEP, nor may it be more than what is prescribed in the IEP.

8. Providers will document in writing that each **special education program and related service, transition activity/service, extended school year service, or assessment accommodation** was provided in accordance with the IEP using one or more of the following tools: classroom teacher attendance record, service provider log in PowerSchool SE, PowerSchool.

NOTE: Documentation must show that each item above was provided with the exact frequency/duration described in the IEP. If the student was absent or refused to participate, that also must be documented. Documentation must be in a format that is retained over time, even if the provider leaves their position or the school district.

9. Providers will document in writing that each **supplementary aid/support** was provided in accordance with the IEP using one or more of the following measures: PowerSchool or teacher logs uploaded into PowerSchool SE.

NOTE: Documentation must show that the supplementary aid/support was provided with the exact frequency/duration or under the specific conditions described in the IEP. If the student was absent or refused to participate, that also must be documented. Documentation must be in a format that is retained over time, even if the provider leaves their position or the school district.

10. Providers must document in writing that each **statewide assessment accommodation** identified in the IEP, including the provision of an **alternate assessment**, was provided in accordance with the IEP using one or more of the following measures: PowerSchool or teacher logs uploaded into PowerSchool SE.

11. NOTE: Documentation must show that the assessment accommodation or alternate assessment was provided in accordance with the specific conditions described in the IEP. If the student was absent or refused to participate, that also must be documented. Documentation must be

	<p>in a format that is retained over time, even if the provider leaves their position or the school district.</p> <p>12. Providers must document in writing that specialized transportation was provided in accordance with the IEP using one or more of the following tools: transportation schedule/log.</p> <p>13. If, during the period of the IEP, the district temporarily halts in-person instruction due to the pandemic, there will be documentation that the student continued to receive all the services identified in the IEP, including services as modified via a Contingency Learning Plan that had been incorporated into the IEP.</p> <p>14. The person responsible for documenting the provision of special education programs/services, including transition activities/services, extended school year services, supplementary aids/supports, assessment accommodations, and specialized transportation in accordance with the IEP is the student's designated special education case manager.</p> <p>15. Documentation of the provision of special education programs/services, including transition activities/services, extended school year services, supplementary aids/supports, assessment accommodations, and specialized transportation, must be available for administrative or parent review at any time, and will be housed in a secure location such as: in the student's comprehensive (CA60) file folder, in the student's central special education file, and in the district's electronic data management system</p> <p>16. Documentation of the provision of special education programs/services, including transition activities/services, extended school year services, supplementary aids/supports, assessment accommodations, and specialized transportation, will be maintained for at least two years after the student exits special education.</p>
<p>What forms are necessary to implement this procedure?</p>	<p>Forms in PowerSchool SE (Tienet) and PowerSchool.</p>

<p>How, when and by whom will this procedure be consistently documented?</p>	<p>Compliance with this procedure is documented by each provider using one or more of the tools listed above. Documentation is expected to occur in "real time" with records being up to date no later than the end of each month.</p>
<p>How, when and by whom will this procedure be routinely supervised?</p>	<p>Documentation of the provision of programs/services, including transition activities/services, extended school year services, supplementary aids/supports, assessment accommodations, and specialized transportation, will be supervised by the Special education administrator.</p> <p>Documentation of the provision of programs/services, including transition activities/services, extended school year services, supplementary aids and supports, assessment accommodations, and specialized transportation, will be reviewed for compliance monthly based on a random sample.</p>
<p>How, when and by whom will changes to this procedure be communicated?</p>	<p>Changes to this procedure will be communicated by the Special education administrator.</p> <p>Changes to this procedure will be communicated annually and as a result of MDE guidance.</p> <p>Changes will be communicated using the district website, hard copies to staff and scheduled professional development.</p>